

DOCUMENT RESUME

ED 206 251

HE 014 341

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TITLE Undergraduate Enrollment Projections for the State Universities of Alabama, 1981-1989.
PUB DATE Jun 81
NOTE 83p.; Project report presented to Troy State University in partial fulfillment of the requirements for the Degree of Education Specialist.
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Freshmen; Comparative Analysis; *Enrollment Projections; Enrollment Trends; Females; *Full Time Students; Higher Education; High School Graduates; Males; National Surveys; *Part Time Students; Regional Characteristics; State Surveys; *State Universities; *Undergraduate Students
IDENTIFIERS *Alabama

ABSTRACT

Full-time and part-time undergraduate enrollments in 15 public universities in Alabama were projected by sex for 1981-89. Additionally, state, regional, and national projections of undergraduate enrollments for the 1980s are made, based on a review of the literature. Alabama public high school graduates are projected in order to project full-time, first-time freshman enrollments, and a comparison is made of freshman enrollments by sex and total undergraduate enrollments. It is predicted that enrollments will remain relatively stable for 1981 and 1982 but will decline steadily after 1982, reaching a low of approximately 75,600 undergraduate students in 1985. This low will be approximately 6,000 students less than the 1980 figure, a decline to approximately seven percent. Beginning in 1986, enrollments will increase each year, reaching the 1980 figure again around 1988. While full-time enrollments, both male and female, will follow the pattern of total enrollments, part-time enrollments are not projected to decrease. Male part-time enrollments are expected to remain constant at approximately 7,000 each year while female part-time enrollments are forecast to increase at an average rate of approximately 300 each year. Four appendices provide supporting data from which all computations are made. Additionally, a bibliography and explanation of the research methodology are included. (SW)

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UNDERGRADUATE ENROLLMENT PROJECTIONS FOR THE
STATE UNIVERSITIES OF ALABAMA,
1981-1989

Kimble Leon Johnson

A Project Report
Submitted to
the Graduate Faculty of
Troy State University in Montgomery
in Partial Fulfillment of the
Requirements for the
Degree of
Education Specialist

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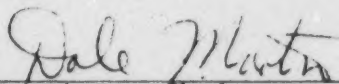
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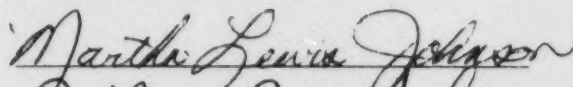
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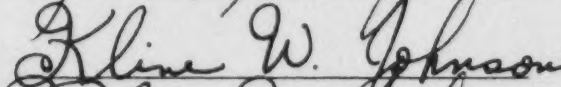
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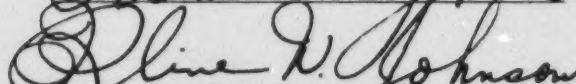
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Approved:


Committee Chairman






Director of Graduate Studies

Montgomery, Alabama

June, 1981

ABSTRACT

UNDERGRADUATE ENROLLMENT PROJECTIONS FOR THE
STATE UNIVERSITIES OF ALABAMA,
1981-1989

81 Pages

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Education Specialist, June 9, 1981 with major in
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The administration of a state's public colleges and universities is dependent upon reliable projections of future enrollments. This study projects full-time and part-time undergraduate enrollments by sex for the fifteen public universities in Alabama as a whole for the years 1981 through 1989. A chapter analyzing the aggregate data is divided into four parts. Part one projects Alabama public high school graduates by sex for the years 1981-1989 in order to project full-time, first-time freshman enrollments which are presented in Part two. Part three compares full-time, first-time freshman enrollments by sex to total undergraduate enrollments in order to project full-time undergraduate enrollments by sex. Part four projects part-time undergraduate enrollments by

sex by extrapolating trends. A conclusion summarizes the results which indicate that enrollments will remain relatively stable for 1981 and 1982 but will decline steadily after 1982, reaching a low of approximately 75,600 undergraduate students in 1985. This low will be approximately 6,000 students less than the 1980 figure, a decline of approximately seven percent. Beginning in 1986, enrollments will increase each year, reaching the 1980 figure again around 1988. While full-time enrollments, both male and female, will follow the pattern of total enrollments, part-time enrollments are not projected to decrease. Male part-time enrollments are expected to remain constant at approximately 7,000 each year while female part-time enrollments are forecast to increase at an average rate of approximately 300 each year. Four appendices provide supporting data from which all computations are made.

ACKNOWLEDGEMENTS

This project could not have been completed without the assistance of numerous individuals. Grateful appreciation is extended in particular to:

Miss Ruth Lockett
Chief, Statistical Section
Administrative and Financial Services
Alabama State Department of Education

Mrs. Suzanne Wells
Senior Staff Assistant
Alabama Commission on Higher Education

Mr. Allen Zaruba
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CHAPTER I

INTRODUCTION

With increasing demands for accountability in higher education, not in small part due to sweeping budget reductions, neither individual institutions nor state coordinating boards of higher education can effectively plan for the future without reasonable expectations of future student enrollments. Most national and regional studies of future enrollments predict a substantial drop in certain categories of students over the next decade. In response, many state coordinating boards, state legislatures, and individual institutions have prepared or sponsored studies to project enrollments for their particular area of concern. Methodologies and results vary greatly from study to study, but efforts to project enrollments have proven invaluable to those individuals involved in the higher education planning process. The hiring and retention of faculty, expansion or reduction of physical plant facilities, size and scope of student programs, and even teaching methodologies and curriculum are affected by the size of the student population. Reliable enrollment projections, therefore, are essential in determining future institutional and system needs.

However, all approaches to enrollment projections involve a great deal of risk and the accuracy of the projections generally decreases with the length of the forecast period. Yet to avoid making enrollment projections, even if they are only estimates or possibilities likely to occur given certain conditions, is to subject the higher education planning process to wild guesses about the future. If the assumptions and limitations of a particular methodology and data available are kept in mind, then enrollment projections can be a useful tool to those concerned with policy making in higher education.

Statement of the Problem

In Alabama, as elsewhere, planning for the immediate and long-term future in higher education is essential. Alabama's state universities in particular cannot be managed efficiently without some reasonable expectation of future conditions, especially the size of the future student population. The problem under consideration in this study was to determine what the size of the undergraduate student population in Alabama's public universities will be over the next nine years.

Purpose and Scope of the Study

The purpose of this study was to project degree-credit undergraduate enrollments in the fifteen public universities in Alabama as a whole for academic years 1981-82 through 1989-90, dividing those projections into full-time and part-time

enrollments by sex. Excluded from the study were graduate, first-professional, and unclassified enrollments. These projections answered the question of what the total undergraduate student population in Alabama's state universities will be over the next nine years.

Definition of Terms

The following is a list of terms and their definitions as used in this study:

Alabama's State Universities. The term refers to the fifteen public universities in Alabama. These fifteen universities comprise all public, 4-year institutions of higher education in the state. Athens State College, while a public, upper-division level institution since 1976, is not included in the definition. The fifteen public universities in Alabama are:

- Alabama Agricultural and Mechanical University
- Alabama State University
- Auburn University
- Auburn University at Montgomery (AUM)
- Jacksonville State University
- Livingston University
- Troy State University
- Troy State University in Dothan/Fort Rucker
- Troy State University in Montgomery (TSUM)
- University of Alabama
- University of Alabama in Birmingham (UAB)
- University of Alabama in Huntsville (UAH)
- University of Montevallo
- University of North Alabama
- University of South Alabama

Non-resident Alien. As defined by the National Center for Education Statistics and used in this study, the term refers to an individual who is not a citizen of the United

States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Non-traditional College-age Individuals. These individuals are defined differently in different studies. For purposes of this study, they are defined as individuals over 21 years of age.

Resident Alien. As defined by the National Center for Education Statistics and used in this study, the term refers to an individual who is a non-citizen who has been lawfully admitted to the United States for permanent residence.

Traditional College-age Individuals. These individuals are defined differently in different studies. For purposes of this study, they are defined as individuals 18-21 years of age.

Assumptions

The following is a list of the major assumptions made in this study:

1. The net migration of students entering and leaving the public school system in Alabama is zero.
2. The trend in the percentage of third grade students in Alabama public schools graduating from Alabama public high schools nine years later will remain stable over the next decade.
3. The great majority of full-time, first-time freshman enrollments in the state universities of Alabama are composed

of recent Alabama public high school graduates and will remain so over the next decade.

4. The ratio of full-time, first-time freshman enrollments in the state universities of Alabama to recent Alabama public high school graduates will remain stable over the next decade.

5. The ratio of full-time, first-time freshman enrollments to total full-time undergraduate enrollments in the state universities of Alabama will remain stable over the next decade.

6. The great majority of non-traditional college-age individuals who are Alabama residents and who are enrolled in undergraduate programs in the state universities of Alabama are enrolled part-time rather than full-time, and this condition will continue over the next decade.

7. The great majority of part-time undergraduate enrollments are non-traditional college-age individuals whose legal residence is Alabama and this condition will continue over the next decade.

8. Undergraduate participation rates in Alabama's state universities of recent Alabama public high school graduates, recent Alabama private high school graduates, non-resident aliens, out of state United States citizens and resident aliens, and non-traditional college-age individuals whose legal residence is Alabama will remain stable over the next decade.

Limitations

The following is a list of the parameters within which this study was conducted as well as a list of other major limitations:

1. Neither the economy nor the job market were considered as to their influence on undergraduate enrollments.
2. Social factors were not considered as to their influence on undergraduate enrollments.
3. Only degree-credit undergraduate enrollments were analyzed. Graduate, first-professional, and unclassified enrollments were not considered in this study.
4. Enrollments by race were not considered in this study.
5. Enrollments at Athens State College were not considered in this study.

Methodology

There are many approaches to making enrollment projections in higher education. Two of the most common are to use either economic or demographic trends as a starting point. Most economic models view higher education as an investment opportunity with an expected rate of return. For example, the interrelationships between higher education and the job market are typically analyzed. According to an Iowa study of enrollment projections, graduate enrollments probably are more susceptible to economic factors than demographic trends, while undergraduate enrollments can be projected satisfactorily.

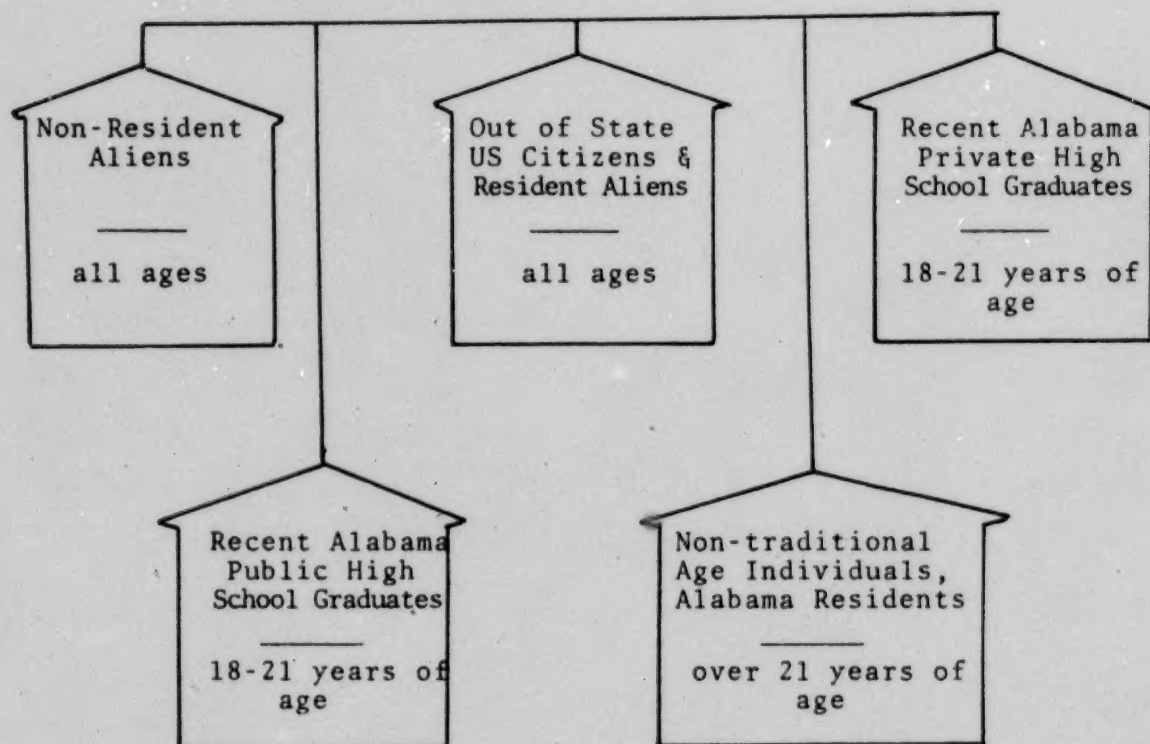
by analyzing demographic trends alone (Anderson et al., 1978). This study uses only demographic trends and therefore its focus is solely on undergraduate enrollments.

Causal demographic models of undergraduate enrollment projections typically use one of two sources of data for their forecasts. Some begin with census bureau data to project the number of college-age individuals available in the future. This approach is especially prevalent in large studies such as the national study conducted by the College Entrance Examination Board a few years ago (Centra, 1978). Other studies use enrollment data available from public school systems, such as the Iowa study mentioned in the previous paragraph (Anderson et al., 1978). This study uses the approach taken in the Anderson model.

Demographic models also may be flow models, where individuals progress through different levels of achievement or stages (Jowett and Lamont, n.d.). This study uses the flow-model approach for total population figures while at the same time segmenting the population by sex in order to project this variable by itself.

For purposes of analysis, the author has categorized the sources of past, present, and future undergraduate enrollments in the state universities of Alabama into five mutually exclusive groups. These groups are displayed in Figure 1 on the following page. If participation rates of these groups can be determined, then undergraduate enrollments can be

FIGURE 1

SOURCES OF UNDERGRADUATE ENROLLMENTS IN THE
STATE UNIVERSITIES OF ALABAMA

projected. However, if the participation rate of a group is not known, but the group can be shown to be capable of having only a small input, then the accuracy of projections as a whole will not be substantially affected.

Three of the five groups can be shown to have only a limited input to the state universities of Alabama. The first of these groups is non-resident aliens. The proportion of non-resident aliens attending colleges in the United States historically has not been large, accounting for only 1.9 percent of total enrollments in 1975 (Peterson and Smith, 1976). The number of non-resident aliens participating in undergraduate programs in the state universities of Alabama is also very small when compared to total undergraduate enrollments. Interestingly, Alabama Agricultural and Mechanical University has enrolled more non-resident aliens as freshmen than the other fourteen universities combined, at least in recent years. Enrollments in Alabama's state universities of non-resident aliens as full-time, first-time, degree-credit freshmen for 1976, 1978, and 1980 are as follows (data compiled from NCES Forms 2300-2.3, obtained from the Alabama Commission on Higher Education):

1976	1978	1980
<u>126</u>	<u>167</u>	<u>256</u>

The second group that can be shown to have only a limited input is out of state United States citizens and resident aliens. It is difficult to obtain up-to-date information on the numbers of out of state United States citizens and resident alien students who

may be enrolled in undergraduate programs in the state, or the numbers of Alabama public and private high school graduates who leave the state to attend college elsewhere. However, studies of historical migration patterns of students between states indicate that the number of freshmen attending colleges in other than their home state has been relatively stable, averaging between 15 and 18 percent a year (Centra, 1978). For example, one study stated that 85 percent of the 11.3 million college students in 1975 were enrolled in institutions of higher education in their home state. For public institutions, the figure was even higher, 90 percent; for universities, the figure was 79 percent (Peterson and Smith, 1976).

The proportion of college students remaining in Alabama was reported in the above study to be 87 percent. The total number of public and private college students leaving Alabama in 1975 was 12,379 and the total entering the state was 20,379. For first-time undergraduate students, the number leaving was 4,637 and the number entering was 6,129. The Peterson study did not consider non-resident aliens in its computations (Peterson and Smith, 1976).

The third group that can be shown to have only a limited input is recent Alabama private high school graduates. Again, the numbers are relatively small and can be expected to remain so over the next decade. The numbers of Alabama private high school graduates from 1968 through 1977 are as follows (from

Alabama High School Graduates, an unpublished manuscript obtained from the Alabama Commission on Higher Education):

1968	1,390	1973	3,250
1969	1,310	1974	3,103
1970	1,228	1975	3,614
1971	1,903	1976	3,342
1972	2,517	1977	3,623

The two groups remaining for analysis in this study are recent Alabama public high school graduates and non-traditional college-age individuals whose legal residence is Alabama.

The method used to project recent Alabama public high school graduates over the next nine years was to use a trend analysis. Specifically, the trend in the percentage of third grade students in Alabama public schools graduating from Alabama public high schools nine years later was analyzed. If this trend is assumed to remain stable over the next nine years, then future high school graduates can be projected using past third grade enrollments. Third grade enrollments were chosen because the third grade class of 1980, the last year for which public school enrollment data are available, will be the high school graduating class of 1989. This basic approach was used in part in one of six self-contained submodels in an Ohio study (Render and Shawhan, n.d.).

Once Alabama public high school graduates have been projected through 1989, the trend in the ratio of recent Alabama public high school graduates to full-time, first-time freshman enrollments is determined. Again, if the ratio is assumed to remain stable, then future full-time freshman

enrollments can be projected using projected numbers of high school graduates. This was one approach taken in another Ohio study which analyzed high school graduates by county to determine undergraduate enrollment (Kraetsch, 1979).

After full-time, first-time freshman enrollments are projected, the trend in the ratio of full-time, first-time freshman enrollments to total full-time undergraduate enrollments is determined. If the trend is assumed to remain stable over the next nine years, then total full-time undergraduate enrollments can be projected using projected numbers of full-time, first-time freshman enrollments. This was the methodology used in part in a 1973 study conducted by the University of Alabama, University, Alabama, which attempted to project institutional enrollments. That study also used a simple ratio of past first-time student enrollments to past total student enrollments to project future total student enrollments using first-time student enrollment projections (Hassell, 1973).

The same methodology used above to project total high school graduates, total full-time, first-time freshman enrollments and total full-time undergraduate enrollments is also used in this study to project high school graduates, full-time freshman enrollments, and full-time undergraduate enrollments by sex.

Data on non-traditional college-age individuals enrolling in the system is extremely limited. However, one way to

isolate this group is to assume that the great majority of non-traditional age students of both sexes from Alabama are part-time students rather than full-time students and that non-traditional college-age individuals of both sexes make up the great majority of part-time enrollments. If these assumptions are made, then the trend in part-time enrollments over the past decade can be extrapolated and projected by sex into the future, assuming the trend remains stable.

This study, then, divides undergraduate enrollments into full-time and part-time enrollments and projects them separately. Professor Render of the University of New Orleans and Professor Shawhan of the University of Cincinnati used this approach in their study of undergraduate enrollments in Ohio stating,

The approach of this study was to separate full-time versus part-time students for purposes of analysis and modeling. These two groups of students, clearly non-homogeneous in age and goals, have seldom been successfully forecast when lumped into one group (Render and Shawhan, n.d., p. 6).

In another Ohio study, Professor Kraetsch claims,

The causal relationships of part-time enrollment are less known (than full-time enrollment) and, thus, more abstract and unclear. Although the traditional college-age group is an excellent base for full-time enrollment projections, it is an unreasonable, inappropriate, and inexact base for part-time predictions (Kraetsch, 1979, p. 6).

In summary, projections of full-time undergraduates are performed in Parts 1, 2, and 3 of Chapter III. In Part 1, Alabama public high school graduates are projected through

1989 by total numbers of graduates as well as by sex. In Part 2, the number of high school graduates is used to project the total number and the number by sex, of full-time, first-time freshmen entering the system over the next nine years. In Part 3, past full-time, first-time freshman enrollments are compared to past full-time undergraduate enrollments to determine trends in ratios for total enrollments and enrollments by sex. These trends are used to project total full-time undergraduate enrollments as well as enrollments by sex. In Part 4, the past trend in part-time enrollments is analyzed and projected over the next nine years in total numbers and by sex. In all four parts, the author has analyzed these trends by inspection, which is less accurate than using regression analysis techniques. Therefore, the calculations made in Chapter III use some degree of rounding. Finally, Chapter IV summarizes the analysis presented in Chapter III and makes some observations and recommendations based on the results of the analysis.

CHAPTER II

REVIEW OF THE LITERATURE

National Projections

Most national projections of undergraduate enrollments for the 1980s predict a gloomy future. For example, the Carnegie Council on Policy Studies in Higher Education predicted that undergraduate enrollments would decline from 8.4 million in 1975 to 8.2 million in 1985. They further stated that total degree-credit enrollments (graduate and undergraduate) would actually increase 2.8 percent between 1980 and 1985 but then fall 4.1 percent from 1985 to 1990 (Carnegie, 1975).

A National Center for Education Statistics (NCES) study published in 1977 predicted that total enrollments would increase by 22 percent from 1975 to 1983. Then by 1985, total enrollments would decrease by 2.1 percent from 1983, according to NCES. The NCES forecasts were obtained by projecting the trends of 18 to 21 year olds from 1965 to 1975 through to 1985 (NCES, Projections, 1977).

A similar study conducted by the American Council on Education (ACE) based its projections of undergraduate enrollments on the national decline in the 18 year old population from 1975 to 1985. ACE thus projected a 4.4 percent

decrease in freshman enrollments from 1975 to 1985 (Henderson, 1977).

Yet another study by Alan Cartter, Professor of Education and Economics at the University of California at Los Angeles, stated that undergraduate enrollments will increase until 1982 and then decline, shrinking 7.2 percent by 1990. He made his predictions using not only the numbers of anticipated 18 year olds available, but also by projecting trends for the ratio of high school graduates to first-time, degree-credit undergraduate enrollments (Cartter, 1976).

All four studies mentioned above used, at least in part, the anticipated number of 18 to 21 year olds available in future years in making their projections of enrollments in higher education in the 1980s. Analysis seems to indicate that this approach is valid. For example, for the year 1975, the census bureau stated that 48 percent of the total enrollment in higher education and 64 percent of full-time undergraduate enrollments were from the 18 to 21 year old age group (_____, School Enrollment, 1976).

If the 18 to 21 year old age group is vital to projecting higher education enrollments at the national level, then projections for this group are worth noting. One nationwide study using census bureau figures predicts the 18 to 21 year old population will decrease by approximately 18 percent between 1980 and 1990. This same study states that by 1985

there will be 1.7 million fewer 18 to 21 year olds than in 1980 (Centra, 1978).

Another study using census bureau data predicts the number of 18 year olds in the United States will decline almost 24 percent over the next decade. The number of 18 year olds predicted in this study from 1980 through 1990 are as follows (Magarrell, 1978):

1980	4.2	1986	3.52
1981	4.12	1987	3.61
1982	4.0	1988	3.72
1983	3.9	1989	3.7
1984	3.71	1990	3.4
1985	3.6		

(figures are in millions)

Some studies also have based their projections of enrollments in higher education in part on the anticipated numbers of students enrolled in elementary and secondary schools. NCES took a look at those enrollments in 1977 and predicted that enrollments from kindergarten through twelfth grade would continue to decline until 1984 and that enrollments from the ninth through the twelfth grade would decline until 1985. The anticipated increases in 1984 and 1985 will be modest, but the ninth through twelfth grade increase will be the first since those enrollments were estimated to peak at 15,721,000 in 1976. The total public and private enrollments predicted by NCES for the Fall of each year 1976 through 1985 are as follows ("NCES Projects," Phi Delta Kappan, 1977):

	<u>K-12</u>	<u>9-12</u>
1976	49,693	15,721
1977	49,021	15,658
1978	48,154	15,501
1979	47,224	15,125
1980	46,409	14,633
1981	45,818	14,099
1982	45,413	13,590
1983	45,370	13,312
1984	45,624	13,278
1985	46,058	13,328

(figures are in thousands)

Regional and State Projections

According to the Southern Regional Education Board (SREB), NCES projects a total postsecondary enrollment of approximately 11.4 million students in the United States in 1985. This is down 4.1 percent from 1980 projections. SREB says that approximately 3.1 million of these 11.4 million students will be attending institutions in the fourteen SREB states. SREB's projection of Alabama's total postsecondary enrollments in 1985 is 152,000. This is 20,000 fewer students, or an 11.6 percent decrease from SREB projections for 1980. This is also the second largest projected percentage decrease for any state in the SREB area, second only to West Virginia (Mingle, 1976). Based on the above percentages and numbers, the following comparisons can be made concerning the numbers of students projected by SREB for 1980 and 1985 (figures are approximate):

	<u>1980</u>	<u>1985</u>	<u>Percent Change</u>
US	11,888	11,400	-4.1%
SREB	3,164	3,100	-2.0%
Alabama	172	152	-11.6%

(figures are in thousands)

SREB based its projections on the ratio of the number of 18 to 24 year olds in each state in 1975 to the total enrollment in that state in 1975. SREB then used that ratio along with projected numbers of 18 to 24 year olds in 1985 (obtained from the National Planning Association) to determine enrollments in 1985 (Mingle, 1976).

Since the SREB study, like the national studies previously mentioned, is based on projections of the number of 18 to 24 year olds available in the future, it is not surprising that SREB, utilizing the National Planning Association data, projects an 11.4 percent decrease in the number of 18 to 24 year olds in Alabama from 1975 to 1985. Again, Alabama is second only to West Virginia in the SREB area for the state with the largest projected percentage decrease. The Alabama projection is in contrast to the projected 2.4 percent gain in the number of 18 to 24 year olds in the SREB area and the .7 percent gain in the United States over the same time period. SREB makes the following comparisons between the number of 18 to 24 year olds in the United States and the SREB area (Mingle, 1976):

	<u>1975</u>	<u>1980</u>	<u>1985</u>
US	27,400	29,200	27,600
SREB	8,300	8,800	8,500
	(figures are in thousands)		

The projected larger increase in traditional college-age individuals for the South between 1975 and 1985 when compared to the nation as a whole is supported by the ACE study conducted in 1977 (Henderson, 1977).

As mentioned previously, while enrollments in higher education in the South are expected to decrease slightly from 1980 to 1985, enrollments in Alabama are projected to decline more sharply, according to SREB. William Barnard, Assistant to the Chancellor for Academic Program Development at the University of Alabama, University, Alabama, also projects similar decreases in Alabama public higher education from 1980 to 1985, but his figures indicate that for universities (Athens College was excluded from the study), the decreases will not be quite as severe (Barnard, 1979).

From all the previous discussion of projections of population and enrollments, the outlook for Alabama in the decade ahead becomes clearer. What is needed now are more specific projections of undergraduate enrollments for the state universities of Alabama. That is the focus of the rest of this study.

CHAPTER III

ANALYSIS OF THE DATA

Part 1: Projection of High School Graduates, 1981-1989

In order to project the total numbers of public high school graduates, as well as the numbers of graduates by sex for the years 1981 through 1989, the trends in the percentage of third-graders graduating from high school nine years later must first be determined. Tables 1, 2 and 3 on the following three pages provide the data needed to determine these trends. These data are displayed in Appendices A and B and were obtained from the Alabama State Department of Education.

Note in each table that third grade public school enrollments for every year 1961 through 1980 are presented in column one. In column two, corresponding numbers of public high school graduates are displayed for the years 1970 through 1979. A question mark follows each year 1981 through 1989 as this is the information to be sought. Column three shows the percentage of third-graders for the years 1961 through 1971 that graduated from high school nine years later. Finally, column four shows the change from year to year of the percentage of third-graders graduating from high school nine years later.

TABLE 1

PERCENTAGES OF ALL INDIVIDUALS IN PUBLIC SCHOOL THIRD GRADE
CLASSES GRADUATING FROM PUBLIC HIGH SCHOOL NINE YEARS LATER,
1970-1980

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% of 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change *
1961	78,643	1970	45,266	57.6	-1.0
1962	79,044	1971	44,722	56.6	-0.5
1963	79,809	1972	44,806	56.1	-0.1
1964	79,401	1973	44,441	56.0	-0.7
1965	81,922	1974	45,326	55.3	+1.2
1966	82,592	1975	46,633	56.5	+1.4
1967	80,782	1976	46,695	57.9	+1.2
1968	79,136	1977	46,763	59.1	+1.2
1969	77,098	1978	46,509	60.3	+1.4
1970	76,445	1979	47,137	61.7	+0.1
1971	73,142	1980	45,190	61.8	
1972	70,959	1981	?		
1973	70,954	1982	?		
1974	66,964	1983	?		
1975	63,394	1984	?		
1976	61,442	1985	?		
1977	61,065	1986	?		
1978	62,370	1987	?		
1979	64,294	1988	?		
1980	67,840	1989	?		

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

TABLE 2

PERCENTAGES OF MALES IN PUBLIC SCHOOL THIRD GRADE CLASSES
GRADUATING FROM PUBLIC HIGH SCHOOL NINE YEARS LATER,
1970-1980

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% of 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change *
1961	40,869	1970	22,017	53.9	-0.7
1962	40,741	1971	21,666	53.2	-0.7
1963	41,435	1972	21,743	52.5	-0.3
1964	41,125	1973	21,450	52.2	-0.2
1965	42,730	1974	22,217	52.0	+0.7
1966	42,707	1975	22,518	52.7	+0.9
1967	41,828	1976	22,417	53.6	+1.7
1968	40,851	1977	22,579	55.3	+0.5
1969	40,055	1978	22,349	55.8	+1.2
1970	39,754	1979	(22,649)	57.0	+0.1
1971	38,006	1980	(21,715)	57.1	
1972	36,718	1981	?		
1973	36,695	1982	?		
1974	34,842	1983	?		
1975	32,833	1984	?		
1976	31,751	1985	?		
1977	31,588	1986	?		
1978	32,364	1987	?		
1979	(33,362)	1988	?		
1980	(35,202)	1989	?		

Note: Enrollments for 1979 and 1980 were estimated using the ratio of male enrollment in 1978 to total enrollment in 1978 and applying that ratio to total enrollments for each year 1979 and 1980.

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

TABLE 3

PERCENTAGES OF FEMALES IN PUBLIC SCHOOL THIRD GRADE CLASSES
GRADUATING FROM PUBLIC HIGH SCHOOL NINE YEARS LATER,
1970-1980

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% of 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change*
1961	37,774	1970	23,249	61.5	-1.3
1962	38,303	1971	23,056	60.2	-0.1
1963	38,374	1972	23,063	60.1	0
1964	38,276	1973	22,991	60.1	-3.7
1965	39,192	1974	22,109	56.4	+4.1
1966	39,885	1975	24,115	60.5	+1.8
1967	38,954	1976	24,278	62.3	+0.9
1968	38,285	1977	24,184	63.2	+2.0
1969	37,043	1978	24,160	65.2	+1.5
1970	36,691	1979	(24,488)	66.7	+0.1
1971	35,136	1980	(23,475)	66.8	
1972	34,241	1981	?		
1973	34,259	1982	?		
1974	32,122	1983	?		
1975	30,561	1984	?		
1976	29,691	1985	?		
1977	29,477	1986	?		
1978	30,006	1987	?		
1979	(30,932)	1988	?		
1980	(32,638)	1989	?		

Note: Enrollments for 1979 and 1980 were estimated using the ratio of female enrollment in 1978 to total enrollment in 1978 and applying that ratio to total enrollments for each year 1979 and 1980.

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

Note in each table on the preceding three pages that the percentage of third graders graduating from high school nine years later decreased or remained the same through 1974. However, beginning in 1975 the percentage increased yearly.

To determine the trend in the percentage of third-graders graduating from high school nine years later, a weighted average of the percentage change over the last six years (since 1975) was used on the basis that the latest data is the most valuable. (For an explanation of weighted averages, see Ahrens, 1979.) In calculating each average, the weights assigned by the author from the most recent change to the least recent were 30 percent, 25 percent, 20 percent, 15 percent, and 10 percent, respectively. The weighted averages thus derived were rounded as a high level of precision in computations of this nature is unrealistic. The following computations illustrate how each weighted average was derived:

TOTAL			MALE			FEMALE		
Wgts		Pro-	Wgts		Pro-	Wgts		Pro-
Asgd	Change	duct	Asgd	Change	duct	Asgd	Change	duct
(.1)	1.4	= .14	(.1)	0.9	= .09	(.1)	1.8	= .18
(.15)	1.2	= .18	(.15)	1.7	= .255	(.15)	0.9	= .135
(.2)	1.2	= .24	(.2)	0.5	= .1	(.2)	2.0	= .4
(.25)	1.4	= .35	(.25)	1.2	= .3	(.25)	1.5	= .375
(.3)	0.1	= .03	(.3)	0.1	= .03	(.3)	0.1	= .03
Weighted avg = .94			Weighted avg = .775			Weighted avg = 1.12		
Used +0.9%			Used +0.8%			Used +1%		

After computing the value for the average percentage change, this value was then added to the percentage of each successive third grade class graduating from high school nine years later. These computations and resulting projections of public high school graduates for the years 1981 through 1989 are displayed in the tables on the following pages.

TABLE 4
PROJECTIONS OF ALL PUBLIC HIGH SCHOOL GRADUATES
1981-1989

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% of 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change *
1971	73,142	1980	45,190	61.8	
1972	70,959	1981	44,491	62.7	+0.9
1973	70,954	1982	45,127	63.6	+0.9
1974	66,964	1983	43,192	64.5	+0.9
1975	63,394	1984	41,460	65.4	+0.9
1976	61,442	1985	40,736	66.3	+0.9
1977	61,065	1986	41,036	67.2	+0.9
1978	62,370	1987	42,474	68.1	+0.9
1979	64,294	1988	44,363	69.0	+0.9
1980	67,840	1989	47,420	69.9	+0.9

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

TABLE 5
PROJECTIONS OF MALE PUBLIC HIGH SCHOOL GRADUATES
1981-1989

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change *
1971	38,006	1980	(21,715)	57.1	
1972	36,718	1981	21,260	57.9	+0.8
1973	36,695	1982	21,540	58.7	+0.8
1974	34,842	1983	20,731	59.5	+0.8
1975	32,833	1984	19,798	60.3	+0.8
1976	31,751	1985	19,400	61.1	+0.8
1977	31,588	1986	19,553	61.9	+0.8
1978	32,364	1987	20,292	62.7	+0.8
1979	(33,362)	1988	21,185	63.5	+0.8
1980	(35,202)	1989	22,635	64.3	+0.8

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

TABLE 6
PROJECTIONS OF FEMALE PUBLIC HIGH SCHOOL GRADUATES
1981-1989

3rd Grade Public School Enrollments, End of Year Y		Public High School Graduates, Year Y + 9		% of 3rd Grade Class Graduating from High School 9 Years Later	Percentage Change *
1971	35,136	1980	(23,475)	66.8	
1972	34,241	1981	23,215	67.8	+1
1973	34,259	1982	23,570	68.8	+1
1974	32,122	1983	22,421	69.8	+1
1975	30,561	1984	21,637	70.8	+1
1976	29,691	1985	21,318	71.8	+1
1977	29,477	1986	21,459	72.8	+1
1978	30,006	1987	22,144	73.8	+1
1979	(30,932)	1988	23,137	74.8	+1
1980	(32,638)	1989	24,740	75.8	

* The figures shown in this column reflect the differences from year to year of the percentages shown in the previous column.

In summary, the projected numbers of public high school graduates for the years 1981 through 1989 are displayed in Table 7 on the following page. Note that beginning in 1982, the number of high school graduates in each category will decrease every year until reaching a low in 1985. However, beginning in 1986, the number of graduates will increase slightly every year at least through 1989. In 1989, the total number of public high school graduates will exceed 46,000 for the first time since 1979.

Also note that the total numbers of high school graduates in Table 7 were obtained by adding the number of male and female graduates for a given year. These totals compare favorably with the figures listed in Table 4 but are not exactly the same due to rounding during the computations.

TABLE 7
SUMMARY OF PROJECTIONS OF PUBLIC HIGH SCHOOL GRADUATES,
1981-1989

Year	Male	Female	Total*
1981	21,260	23,215	44,475
1982	21,540	23,570	45,110
1983	20,731	22,421	43,152
1984	19,798	21,637	41,435
1985	19,400	21,318	40,718
1986	19,553	21,459	41,012
1987	20,292	22,144	42,436
1988	21,185	23,137	44,322
1989	22,635	24,740	47,375

* The total numbers of high school graduates were obtained by adding the number of male and female graduates for a given year. Note that the totals compare favorably with the figures listed in Table 4 but are not exactly the same due to rounding during the computations.

Part 2: Projection of Full-time, First-time
Freshman Enrollments, 1981-1989

In order to project the total numbers of full-time, first-time freshman enrollments, as well as the numbers of freshman enrollments by sex for the years 1981 through 1989, the trends in the ratio of full-time, first-time freshman enrollments to public high school graduates must first be determined. Tables 8, 9 and 10 on the following two pages display the data necessary to determine those trends.

Note in all three categories of projections, total enrollments, male enrollments, and female enrollments, that the trend over the last four years was toward a slightly larger ratio of freshman enrollments to high school graduates each year, with 1980 showing a substantial increase. However, the average ratio for total freshman enrollments to total high school graduates over the last five years was .3346. The actual ratio used to project total freshman enrollments was .364, which was the ratio of freshman enrollments to high school graduates for the year 1980. After inspection of the data, the author used this ratio for subsequent years as it allows for a slight average annual ratio increase, which appears to be a good estimate of the trend. The same strategy was followed to project male and female freshman enrollments.

Also note that the total numbers of full-time, first-time freshman enrollments in Table 11 were obtained by adding the number of male and female enrollments for a given year.

These totals compare favorably with the figures listed in Table 8 but are not exactly the same due to rounding during the computations.

In each table, the numbers of public high school graduates for the years 1976-80 are displayed in Appendix B and were obtained from the Alabama State Department of Education. The numbers of public high school graduates for the years 1981-89 were calculated and presented in Table 7. The numbers of full-time, first-time freshmen for the years 1976-80 are displayed in Appendix C and were obtained from the National Center for Education Statistics.

TABLE 8

PROJECTIONS OF TOTAL FULL-TIME, FIRST-TIME FRESHMAN
ENROLLMENTS, 1981-1989

Year	Total Public High School Graduates	Total Full-time, First-time Fresh- man Enrollments	Ratio of Total Freshman Enroll- ments to Total High School Graduates
1976	46,695	15,433	.3305
1977	46,763	14,724	.3115
1978	46,509	15,471	.3326
1979	47,137	15,782	.3348
1980	45,190	16,436	.3637
1981	44,475	16,189	.364
1982	45,110	16,420	.364
1983	43,152	15,707	.364
1984	41,435	15,082	.364
1985	40,718	14,821	.364
1986	41,012	14,928	.364
1987	42,436	15,447	.364
1988	44,322	16,133	.364
1989	47,375	17,245	.364

TABLE 9

PROJECTIONS OF MALE FULL-TIME, FIRST-TIME FRESHMAN
ENROLLMENTS, 1981-1989

Year	Male Public High School Graduates	Male Full-time, First-time Fresh- man Enrollments	Ratio of Male Freshman Enroll- ments to Male High School Graduates
1976	22,417	7,590	.3386
1977	22,579	7,195	.3187
1978	22,349	7,495	.3354
1979	22,649	7,596	.3354
1980	31,715	7,908	.3642
1981	21,260	7,739	.364
1982	21,540	7,841	.364
1983	20,731	7,546	.364
1984	19,798	7,206	.364
1985	19,400	7,062	.364
1986	19,553	7,117	.364
1987	20,292	7,386	.364
1988	21,185	7,711	.364
1989	22,635	8,239	.364

TABLE 10

PROJECTIONS OF FEMALE FULL-TIME, FIRST-TIME FRESHMAN
ENROLLMENTS, 1981-1989

Year	Female Public High School Graduates	Female Full-time, First-Time Fresh- man Enrollments	Ratio of Female Freshman Enroll- ments to Female High School Graduates
1976	24,278	7,843	.3230
1977	24,184	7,529	.3113
1978	24,160	7,976	.3301
1979	24,488	8,186	.3343
1980	23,475	8,528	.3633
1981	23,215	8,427	.363
1982	23,570	8,556	.363
1983	22,421	8,139	.363
1984	21,637	7,854	.363
1985	21,318	7,738	.363
1986	21,459	7,790	.363
1987	22,144	8,038	.363
1988	23,137	8,399	.363
1989	24,740	8,981	.363

TABLE 11

SUMMARY OF PROJECTIONS OF FULL-TIME, FIRST-TIME
FRESHMAN ENROLLMENTS, 1981-1989

Year	Male	Female	Total*
1981	7,739	8,427	16,166
1982	7,841	8,556	16,397
1983	7,546	8,139	15,685
1984	7,206	7,854	15,060
1985	7,062	7,738	14,800
1986	7,117	7,790	14,907
1987	7,386	8,038	15,424
1988	7,711	8,399	16,110
1989	8,239	8,981	17,220

* The total numbers of freshman enrollments were obtained by adding the number of male and female enrollments for a given year. Note that the totals compare favorably with the figures listed in Table 8 but are not exactly the same due to rounding during the computations.

Part 3: Projection of Full-time Undergraduate
Enrollments, 1981-1989

In order to project the total numbers of full-time undergraduate enrollments, as well as the numbers of undergraduate enrollments by sex, the trends in the ratio of full-time, first-time freshman enrollments to total undergraduate enrollments must first be determined. Tables 12, 13 and 14 on the following two pages display the data necessary to determine those trends.

Note in all three categories of projections, total enrollments, male enrollments, and female enrollments, that the trend over the last five years has remained fairly constant. Therefore, a simple average of the ratios of freshman enrollments to total undergraduate enrollments over the last five years was used for all three categories of projections.

Also note that the total numbers of undergraduate enrollments in Table 15 were obtained by adding the number of male and female enrollments for a given year. These totals compare favorably with the figures listed in Table 12 but are not exactly the same due to rounding during the computations.

In each table, the numbers of full-time, first-time freshman enrollments for the years 1976-80 are displayed in Appendix C and were obtained from the National Center for Education Statistics. The numbers of full-time, first-time freshman enrollments for the years 1981-89 were calculated and presented in Table 11. The numbers of undergraduate enrollments for the years 1976-80 are displayed in Appendix D and were obtained from the National Center for Education Statistics.

TABLE 12

PROJECTIONS OF TOTAL FULL-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Total Full-time, First-time Fresh- man Enrollments	Total Undergraduate Enrollments	Ratio of Total Freshman Enroll- ments to Total Undergraduate Enrollments
1976	15,433	59,872	.2578)
1977	14,724	62,478	.2357) Avg =
1978	15,471	63,333	.2443) .2437
1979	15,782	66,294	.2381)
1980	16,436	67,733	.2427)
1981	16,166	66,254	.244
1982	16,397	67,201	.244
1983	15,685	64,283	.244
1984	15,060	61,721	.244
1985	14,800	60,656	.244
1986	14,907	61,094	.244
1987	15,424	63,213	.244
1988	16,110	66,025	.244
1989	17,220	70,573	.244

TABLE 13

PROJECTIONS OF MALE FULL-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Male Full-time First-time Fresh- man Enrollments	Male Undergraduate Enrollments	Ratio of Male Freshman Enroll- ments to Male Undergraduate Enrollments
1976	7,590	31,418	.2416)
1977	7,195	32,034	.2246) Avg =
1978	7,495	31,847	.2353) .2336
1979	7,596	33,020	.2300)
1980	7,908	33,407	.2367)
1981	7,739	33,073	.234
1982	7,841	33,509	.234
1983	7,546	32,248	.234
1984	7,206	30,795	.234
1985	7,062	30,179	.234
1986	7,117	30,415	.234
1987	7,386	31,564	.234
1988	7,711	32,953	.234
1989	8,239	35,209	.234

TABLE 14

PROJECTIONS OF FEMALE FULL-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Female Full-time, First-time Fresh- man Enrollments	Female Undergraduate Enrollments	Ratio of Female Freshman Enroll- ments to Female Undergraduate Enrollments
1976	7,843	28,454	.2756)
1977	7,529	30,444	.2473) Avg =
1978	7,976	31,486	.2533) .2541
1979	8,186	33,274	.2460)
1980	8,528	34,326	.2484)
1981	8,427	33,177	.254
1982	8,556	33,685	.254
1983	8,139	32,043	.254
1984	7,854	30,921	.254
1985	7,738	30,465	.254
1986	7,790	30,669	.254
1987	8,038	31,646	.254
1988	8,399	33,067	.254
1989	8,981	35,358	.254

TABLE 15

SUMMARY OF PROJECTIONS OF FULL-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Male	Female	Total*
1981	33,073	33,177	66,250
1982	33,509	33,685	67,194
1983	32,248	32,043	64,291
1984	30,795	30,921	61,716
1985	30,179	30,465	60,644
1986	30,415	30,669	61,084
1987	31,564	31,646	63,210
1988	32,953	33,067	66,020
1989	35,209	35,358	70,567

* The total numbers of undergraduate enrollments were obtained by adding the number of male and female enrollments for a given year. Note that the totals compare favorably with the figures listed in Table 12 but are not exactly the same due to rounding during the computations.

Part 4: Projection of Part-time Undergraduate
Enrollments, 1981-1989

In order to project part-time undergraduate enrollments, a simple trend extrapolation was performed as no causal relationships with other factors presented in this study were assumed to exist. Data used for projections are displayed in Appendix D and were obtained from the National Center for Education Statistics. The data are summarized in Table 16 on the following page. The numbers of female part-time undergraduate enrollments for the years 1971-80 presented in Table 17 also are displayed in Appendix D.

Note that the trend in male part-time undergraduate enrollments indicates almost no change over the period 1971-80. If this trend is assumed to persist over the period 1981-89, then the number of male part-time undergraduate enrollments should be approximately 7,000 each year.

However, the trend in female part-time undergraduate enrollments over the period 1971-80 indicates an average yearly increase of 390 individuals. After inspection of the data, the author decided that this figure was too high to use as an average yearly increase over the next nine years. The main factor supporting this decision was that the average yearly increase since 1976 was 294. Therefore, the author rounded to 300 and used this figure to project enrollments for 1981-89 as it appeared to be a good estimate of the trend.

TABLE 16
PART-TIME UNDERGRADUATE ENROLLMENTS, 1971-1980

Year	Male	Female	Total
1971	6,844	2,938	9,782
1972	5,553	3,429	8,982
1973	5,802	3,694	9,496
1974	6,165	3,996	10,161
1975	6,719	4,438	11,157
1976	7,429	5,273	12,702
1977	6,769	5,301	12,070
1978	7,200	5,926	13,126
1979	6,739	5,828	12,567
1980	6,990	6,449	13,439

TABLE 17
PROJECTIONS OF FEMALE PART-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Female Part-time Undergraduate Enrollments	Change in Number *
1971	2,938	+491
1972	3,429	+265
1973	3,694	+302
1974	3,996	+442
1975	4,438	+835
1976	5,273	+ 28
1977	5,301	+625
1978	5,926	- 98
1979	5,828	+621
1980	6,449	+300
1981	6,749	+300
1982	7,049	+300
1983	7,349	+300
1984	7,649	+300
1985	7,949	+300
1986	8,249	+300
1987	8,549	+300
1988	8,849	+300
1989	9,149	+300

* The figures shown in this column reflect the differences from year to year of the numbers shown in the previous column.

TABLE 18
SUMMARY OF PROJECTIONS OF PART-TIME UNDERGRADUATE
ENROLLMENTS, 1981-1989

Year	Male	Female	Total
1981	7,000	6,749	13,749
1982	7,000	7,049	14,049
1983	7,000	7,349	14,349
1984	7,000	7,649	14,649
1985	7,000	7,949	14,949
1986	7,000	8,249	15,249
1987	7,000	8,549	15,549
1988	7,000	8,849	15,849
1989	7,000	9,149	16,149

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The analysis of the data presented in the previous chapter indicates that total undergraduate enrollments for the next two years will remain approximately the same as in 1980. Then, in 1983, enrollments will decline each year, reaching a low of approximately 75,600 students in 1985. This low will be approximately 6,000 students less than the 1980 figure, a decline of approximately seven percent. However, beginning in 1986, total enrollments will increase each year, reaching the 1980 figure again by 1988. While full-time enrollments, both male and female, will follow the pattern of total enrollments, part-time enrollments will not decrease at all. In fact, male part-time enrollments are expected to remain constant at approximately 7,000 each year while female part-time enrollments should increase at an average rate of approximately 300 each year. These figures and associated trends are illustrated in the table and graphs on the following pages.

Further analysis of the data is possible by applying slightly different estimates of the trends than the author used. However, results should not vary substantially from those obtained in this study.

TABLE 19
TOTAL UNDERGRADUATE ENROLLMENTS
1971-1989

Year	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
1971	28,331	19,918	6,844	2,938	58,031
1972	28,167	21,781	5,553	3,429	58,930
1973	27,591	22,097	5,802	3,694	59,184
1974	28,745	23,582	6,165	3,996	62,488
1975	31,892	26,458	6,719	4,438	69,507
1976	31,418	28,454	7,429	5,273	72,574
1977	32,034	30,444	6,769	5,301	74,548
1978	31,847	31,486	7,200	5,926	76,459
1979	33,020	33,274	6,739	5,828	78,861
1980	33,407	34,326	6,990	6,449	81,172
1981	33,073	33,177	7,000	6,749	79,999
1982	33,509	33,685	7,000	7,049	81,243
1983	32,248	32,043	7,000	7,349	78,640
1984	30,795	30,921	7,000	7,649	76,365
1985	30,179	30,465	7,000	7,949	75,593
1986	30,415	30,669	7,000	8,249	76,333
1987	31,564	31,646	7,000	8,549	78,759
1988	32,953	33,067	7,000	8,849	81,869
1989	35,209	35,358	7,000	9,149	86,716

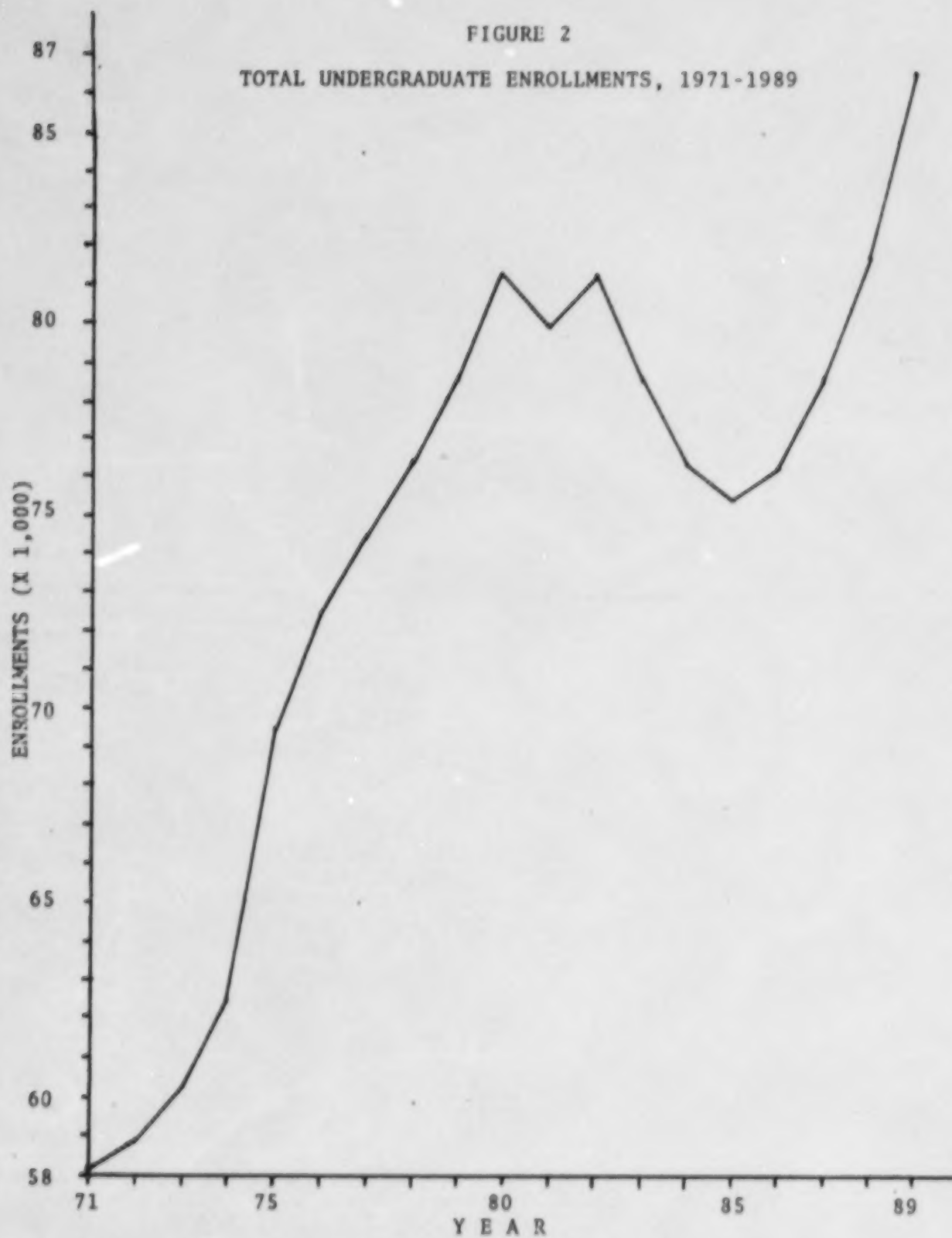
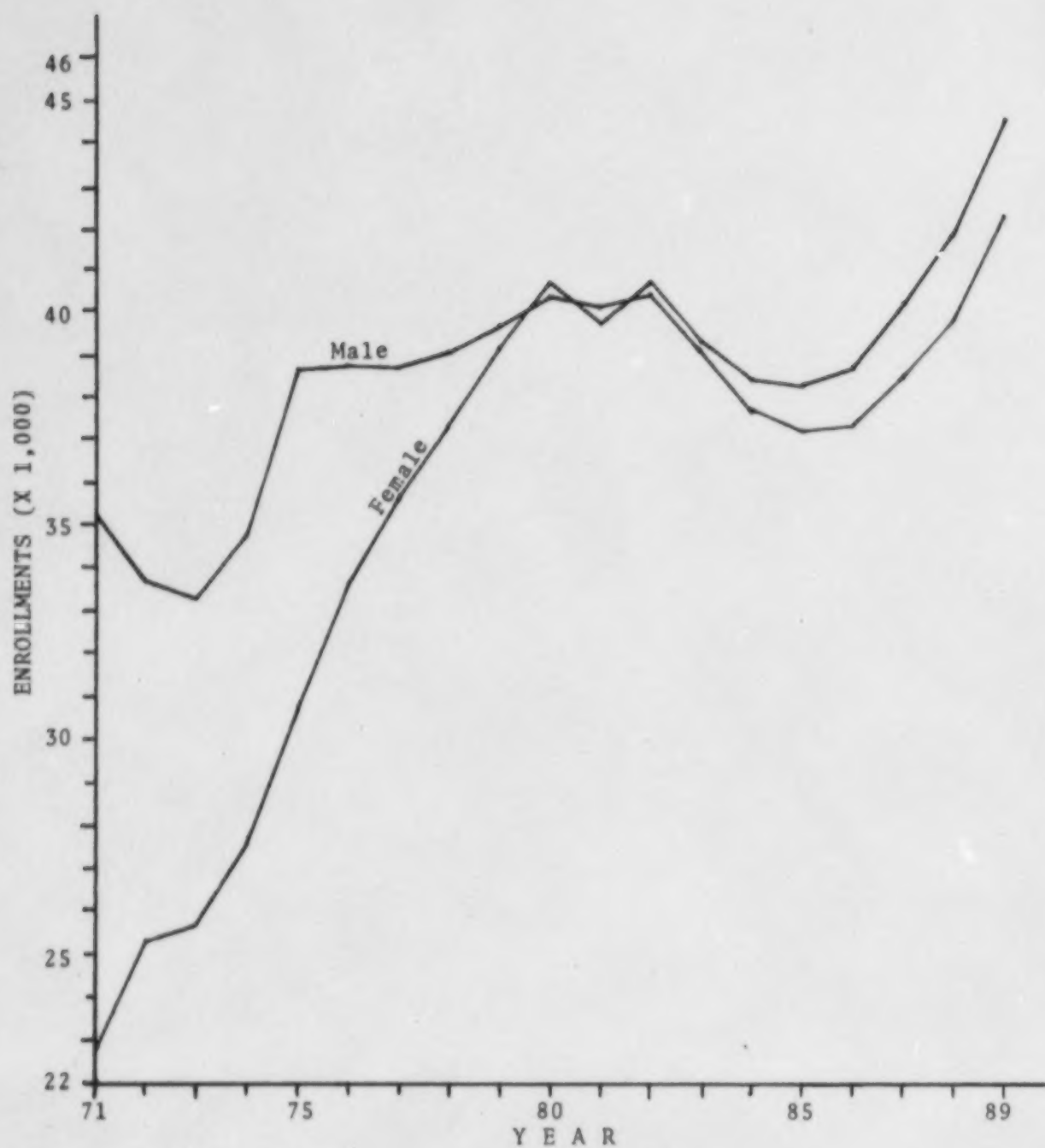


FIGURE 3
UNDERGRADUATE ENROLLMENTS BY SEX,
1971-1989



Conclusions

The projections displayed in the table and graphs on the previous three pages are based on the assumption that trends in relationships and enrollments from previous years will continue into the future. If these assumptions are valid, then not just the numbers of undergraduate students will change but the types of undergraduate students will change as well. For example, analysis of the data indicates there will be more part-time students in relation to the total undergraduate population. Part-time women in particular will increase in total numbers as well as in relation to the total undergraduate population.

The above prediction is in keeping with the Southern Regional Education Board's prediction that part-time enrollments for the southern region will increase from their 33 percent of total enrollments in 1974 to 43 percent by 1985. Their prediction includes undergraduate, graduate, first-professional, and unclassified enrollments. The SREB also projects increases in the categories of women and non-traditional college-age enrollments in relation to total enrollments in the above-mentioned student classifications over the next five years. These increases will occur in both full-time and part-time enrollments (Spence, 1977). The Carnegie Foundation also predicts that non-traditional college-age individuals will enroll in higher education throughout the nation in increasing rates through 1985 (Carnegie, 1975).

However, it should be mentioned again that this study predicts total undergraduate enrollments in Alabama's state universities will decrease from 1983 through 1985, which is consistent with other regional and state projections mentioned in Chapter II. But the decreases may not be uniformly spread throughout all fifteen universities. Some of the larger universities may simply enroll more applicants to maintain an acceptable enrollment level. Smaller institutions, with smaller applicant pools and declining enrollments already, may not have quite this latitude. For example, Livingston University, one of the smallest of the fifteen universities, has demonstrated a declining undergraduate enrollment pattern over the past several years. Since 1975, Livingston has enrolled approximately 100 fewer students on the average each year for an average annual percentage decrease of approximately 12 percent (see Appendix D). Two-year institutions and private colleges also may lose students, especially full-time students, to the larger state universities, which would produce increases in total state university enrollments above those projected.

Other factors not addressed in this study might also change enrollment projections. For example, a major catastrophe such as full-scale war would have an immediate and obvious impact on enrollments. A military draft or increased recruiting efforts by the military might also cause enrollments to rise or fall above or below projections. Competency testing for potential high school graduates, increasing

college costs and decreasing availability of financial aid are all examples of factors which could substantially lower the actual future enrollment count below that projected. Additionally, any changes in political or social conditions such as the economy or job market undoubtedly will increase or decrease future enrollments from projections listed in this or any other study of demographic trends. This study is intended as a starting point for policy makers to add or subtract those factors they feel most relevant in order to arrive at what in their subjective judgment is a realistic prediction of future enrollment conditions.

Ironically, it is the policy makers themselves, those individuals involved in the higher education planning process, who may have the greatest impact on rendering the projections in this study inaccurate. For it is the policy makers who can act in response to these enrollment projections and thus manipulate conditions to change actual future enrollments to more desirable figures.

Recommendations

It is beyond the scope of this study to go into detail on how policy makers could manipulate conditions in order to bring about more desirable future enrollment figures than projections suggest will occur. However, it is obvious that any increases in enrollments over the projections made in this study will come at the expense of the assumptions made. That is, policy makers will have to attack the trends in

order to increase ratios beyond past relationships. For example, efforts might be made to increase the number of high school graduates each year as well as to accept more applicants as freshmen.

Also, programs can be initiated or improved to increase retention rates of undergraduate students. Part 3 of Chapter III shows that full-time undergraduate enrollments over the past five years have increased slightly faster than full-time freshman enrollments, indicating that retention rates may have increased as well. However, comparing the number of full-time, first-time freshmen in 1977 to the number of students in 1980 in their fourth year and beyond still shows a 9.2 percent drop in enrollments for the 15 universities as a whole. The figures indicate the retention rate for women was lower than that for men. Even recognizing that some students terminate their education after two years as planned, improving retention rates, especially for women, would obviously increase the number of undergraduate enrollments (data for computations compiled from NCES Forms 2300-2.3, obtained from the Alabama Commission on Higher Education).

In addition, universities might increase their efforts to attract non-traditional college-age individuals. In particular, they might target the "baby-boom" group, or those individuals currently 30-40 years of age. If that group continues to be composed of a larger concentration of people than any other generation, at least until the end of

the century, then it seems reasonable to design programs for individuals in this group over the rest of their life span.

The most important recommendation is for further analysis to be accomplished on a regular basis in order to refine projections. For example, data on minorities are somewhat limited, but if studied with an awareness of the implications of those limitations, the data could provide valuable insights into enrollment patterns.

Hopefully, this study not only has answered the question of what the total undergraduate student population in Alabama's state universities will be over the next nine years, but also will prompt additional studies to project undergraduate enrollments in the state universities of Alabama.

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APPENDICES

APPENDIX A
THIRD GRADE PUBLIC SCHOOL ENROLLMENTS,
ACADEMIC YEARS 1960-61 THROUGH 1979-80

THIRD GRADE PUBLIC SCHOOL ENROLLMENTS,
ACADEMIC YEARS 1960-61 THROUGH 1979-80

Academic Year	Male	Female	Total
1960-61	40,869	37,774	78,643
1961-62	40,741	38,303	79,044
1962-63	41,435	38,374	79,809
1963-64	41,125	38,276	79,401
1964-65	42,730	39,192	81,922
1965-66	42,707	39,885	82,592
1966-67	41,828	38,954	80,782
1967-68	40,851	38,285	79,136
1968-69	40,055	37,043	77,098
1969-70	39,754	36,691	76,445
1970-71	38,006	35,136	73,142
1971-72	36,718	34,241	70,959
1972-73	36,695	34,259	70,954
1973-74	34,842	32,122	66,964
1974-75	32,833	30,561	63,394
1975-76	31,751	29,691	61,442
1976-77	31,588	29,477	61,065
1977-78	32,364	30,006	62,370
1978-79	(33,362)	(30,932)	64,294
1979-80	(35,202)	(32,638)	67,840

Notes: Enrollments are tabulated at the end of the academic year.

Totals for Academic Years 1978-79 and 1979-80 were obtained from the Statistical Section, Administrative and Financial Services, Alabama State Department of Education.

Data by sex for academic years 1978-79 and 1979-80 (in parentheses) were not available. Figures shown were estimated using ratios obtained from data for Academic Year 1977-78.

SOURCE: Annual Report, Statistical and Financial Data, Section 1, Part I for Academic Years 1960-61 through 1977-78, Alabama State Department of Education.

APPENDIX B
PUBLIC HIGH SCHOOL GRADUATES, 1970-1980

PUBLIC HIGH SCHOOL GRADUATES, 1970-1980

Year	Male	Female	Total
1970	22,017	23,249	45,266
1971	21,666	23,056	44,722
1972	21,743	23,063	44,806
1973	21,450	22,991	44,441
1974	22,217	23,109	45,326
1975	22,518	24,115	46,633
1976	22,417	24,278	46,695
1977	22,579	24,184	46,763
1978	22,349	24,160	46,509
1979	(22,649)	(24,488)	47,137
1980	(21,715)	(23,475)	45,190

Notes: Totals for Academic Years 1978-79 and 1979-80 were obtained from the Statistical Section, Administrative and Financial Services, Alabama State Department of Education.

Data by sex for Years 1979 and 1980 (in parentheses) were not available. Figures shown were estimated using ratios obtained from data for Academic Year 1978.

SOURCE: Annual Report, Statistical and Financial Data, Section I, Part I for Academic Years 1969-70 through 1977-78, Alabama State Department of Education.

APPENDIX C
FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1976-1980

FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1976

University	Male	Female	Total
Alabama A&M	386	393	779
Alabama State U	478	649	1,127
Auburn University	1,617	1,311	2,928
AUM	424	323	747
Jacksonville State U	826	954	1,780
Livingston University	193	165	358
Troy State University	351	387	738
Troy-Dothan/Ft Rucker	2	0	2
TSUM	20	17	37
University of Alabama	1,407	1,460	2,867
UAB	656	795	1,451
UAH	252	211	463
Univ of Montevallo	182	376	558
Univ of North Alabama	429	447	876
Univ of South Alabama	367	355	722
Grand Total	7,590	7,843	15,433

Note: Enrollments are tabulated in the Fall of each year. Tables in this appendix include all full-time, first-time freshmen enrolled for credit. They do not include other first year students, part-time students, graduate students, first-professional students, or unclassified students.

SOURCE: National Center for Education Statistics Form 2300-2.3, Higher Education General Information Survey, Fall Enrollment and Compliance Report of Institutions of Higher Education.

FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1977

University	Male	Female	Total
Alabama A&M	373	359	732
Alabama State U	467	725	1,192
Auburn University	1,678	1,353	3,031
AUM	372	356	728
Jacksonville State U	535	613	1,148
Livingston University	178	123	301
Troy State University	401	435	836
Troy-Dothan/Ft Rucker	3	2	5
TSUM	21	30	51
University of Alabama	1,382	1,383	2,765
UAB	551	677	1,228
UAH	234	233	467
Univ of Montevallo	207	414	621
Univ of North Alabama	407	434	841
Univ of South Alabama	386	392	778
Grand Total	7,195	7,529	14,724

FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1978

University	Male	Female	Total
Alabama A&M	378	300	678
Alabama State U	435	566	1,001
Auburn University	1,608	1,350	2,959
AUM	400	440	840
Jacksonville State U	937	1,046	1,983
Livingston University	122	94	216
Troy State University	386	404	790
Troy-Dothan/Ft Rucker	1	0	1
TSUM	14	19	33
University of Alabama	1,421	1,568	2,989
UAB	572	712	1,284
UAH	284	245	529
Univ of Montevallo	159	363	522
Univ of North Alabama	400	498	898
Univ of South Alabama	378	370	748
Grand Total	7,495	7,976	15,471

FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1979

University	Male	Female	Total
Alabama A&M	359	489	848
Alabama State U	269	371	640
Auburn University	1,663	1,313	2,976
AUM	525	556	1,081
Jacksonville State U	638	745	1,383
Livingston University	120	131	251
Troy State University	510	501	1,011
Troy-Dothan/Ft Rucker	0	0	0
TSUM	0	0	0
University of Alabama	1,593	1,683	3,276
UAB	566	727	1,293
UAH	288	238	526
Univ of Montevallo	199	423	622
Univ of North Alabama	436	534	970
Univ of South Alabama	430	475	905
Grand Total	7,596	8,186	15,782

FULL-TIME, FIRST-TIME FRESHMAN ENROLLMENTS,
1980

University	Male	Female	Total
Alabama A&M	593	613	1,206
Alabama State U	330	479	809
Auburn University	1,701	1,334	3,035
AUM	377	474	851
Jacksonville State U	927	1,099	2,026
Livingston University	97	65	162
Troy State University	440	427	867
Troy-Dothan/Ft Rucker	4	6	10
TSUM	36	59	95
University of Alabama	1,531	1,587	3,118
UAB	550	694	1,244
UAH	253	270	523
Univ of Montevallo	170	346	516
Univ of North Alabama	474	536	1,010
Univ of South Alabama	425	539	964
Grand Total	7,908	8,528	16,436

APPENDIX D
TOTAL UNDERGRADUATE ENROLLMENTS
1971-1980

TOTAL UNDERGRADUATE ENROLLMENTS
1971

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	923	1,169	22	26	2,140
Alabama State U	900	1,247	59	58	2,264
Auburn University	7,330	4,278	630	158	12,396
AUM	396	240	264	150	1,050
Jacksonville State U	2,752	2,066	417	193	5,428
Livingston University	837	464	18	13	1,332
Troy State University	1,742	1,396	60	37	3,235
Troy-Dothan/Ft Rucker	160	41	677	173	1,051
TSUM	153	91	575	216	1,035
University of Alabama	5,915	4,032	331	230	10,508
UAB	1,592	1,518	1,357	853	5,320
UAH	775	453	579	396	2,203
Univ of Montevallo	826	1,236	37	38	2,137
Univ of North Alabama	1,572	84	1,350	92	3,098
Univ of South Alabama	2,458	1,603	468	305	4,834
Grand Total	28,331	19,918	6,844	2,938	58,031

Note: Enrollments are tabulated in the Fall of each year. Tables in this appendix include all undergraduate students enrolled for credit. They do not include graduate students, first-professional students, or unclassified students.

SOURCE: National Center for Education Statistics Form 2300-2.3, Higher Education General Information Survey, Fall Enrollment and Compliance Report of Institutions of Higher Education.

TOTAL UNDERGRADUATE ENROLLMENTS
1972

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,013	1,223	0	0	2,236
Alabama State U	1,109	1,443	58	60	2,670
Auburn University	7,215	4,450	525	192	12,382
AUM	505	372	341	179	1,397
Jacksonville State U	2,454	1,830	441	245	4,970
Livingston University	677	411	24	21	1,133
Troy State University	1,432	1,392	190	147	3,161
Troy-Dothan/Ft Rucker	499	90	223	105	917
TSUM	89	36	696	279	1,100
University of Alabama	5,963	4,270	381	321	10,935
UAB	1,796	1,732	1,192	714	5,434
UAH	785	514	661	567	2,527
Univ of Montevallo	718	1,067	166	123	2,074
Univ of North Alabama	1,588	1,297	94	90	3,069
Univ of South Alabama	2,324	1,654	561	386	4,925
Grand Total	28,167	21,781	5,553	3,429	58,930

TOTAL UNDERGRADUATE ENROLLMENTS
1973

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,098	1,211	0	0	2,309
Alabama State U	1,029	1,298	45	64	2,436
Auburn University	7,661	4,811	586	289	13,347
AUM	499	402	294	179	1,374
Jacksonville State U	2,083	1,721	458	253	4,515
Livingston University	565	327	18	19	929
Troy State University	1,400	1,467	135	113	3,115
Troy-Dothan/Ft Rucker	128	36	515	296	975
TSUM	126	21	631	184	962
University of Alabama	6,022	4,454	398	339	11,213
UAB	1,668	1,706	1,539	1,029	5,942
UAH	792	641	478	446	2,357
Univ of Montevallo	695	986	81	60	1,822
Univ of North Alabama	1,590	1,303	99	101	3,093
Univ of South Alabama	<u>2,235</u>	<u>1,713</u>	<u>525</u>	<u>322</u>	<u>4,795</u>
Grand Total	27,591	22,097	5,802	3,694	59,184

TOTAL UNDERGRADUATE ENROLLMENTS
1974

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,285	1,447	0	0	2,732
Alabama State U	985	1,163	56	56	2,260
Auburn University	7,628	5,073	514	215	13,430
AUM	755	556	92	122	1,525
Jacksonville State U	2,015	1,790	517	317	4,639
Livingston University	546	350	40	45	981
Troy State University	1,467	1,456	149	145	3,217
Troy-Dothan/Ft Rucker	153	55	668	183	1,059
TSUM	221	53	834	257	1,365
University of Alabama	6,299	4,738	444	387	11,868
UAB	1,740	1,826	1,293	959	5,818
UAH	825	741	557	613	2,736
Univ of Montevallo	839	1,162	323	155	2,479
Univ of North Alabama	1,676	1,454	133	136	3,399
Univ of South Alabama	2,311	1,718	545	406	4,980
Grand Total	28,745	23,582	6,165	3,996	62,488

TOTAL UNDERGRADUATE ENROLLMENTS
1975

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,627	1,494	0	0	3,121
Alabama State U	1,216	1,376	85	109	2,786
Auburn University	8,179	5,532	418	212	14,341
AUM	1,000	733	106	148	1,987
Jacksonville State U	2,351	2,035	577	401	5,364
Livingston University	626	482	12	21	1,141
Troy State University	1,679	1,584	186	214	3,663
Troy-Dothan/Ft Rucker	176	68	710	277	1,231
TSUM	289	69	962	399	1,719
University of Alabama	6,622	5,078	386	376	12,462
UAB	2,074	2,359	1,560	985	6,978
UAH	929	835	511	561	2,836
Univ of Montevallo	841	1,184	484	124	2,633
Univ of North Alabama	1,835	1,722	170	156	3,883
Univ of South Alabama	2,448	1,907	552	455	5,362
Grand Total	31,892	26,458	6,719	4,438	69,507

TOTAL UNDERGRADUATE ENROLLMENTS
1976

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,775	1,600	0	0	3,375
Alabama State U	1,324	1,693	80	112	3,209
Auburn University	8,264	5,768	536	221	14,789
AUM	1,144	849	193	186	2,372
Jacksonville State U	2,118	2,206	777	547	5,648
Livingston University	648	482	31	39	1,200
Troy State University	1,606	1,657	269	281	3,813
Troy-Dothan/Ft Rucker	140	88	571	240	1,039
TSUM	212	86	854	306	1,458
University of Alabama	6,314	5,252	670	599	12,835
UAB	2,203	2,861	1,552	1,172	7,788
UAH	966	909	468	575	2,918
Univ of Montevallo	792	1,235	321	132	2,480
Univ of North Alabama	1,878	1,849	184	183	4,094
Univ of South Alabama	2,034	1,919	923	680	5,556
Grand Total	31,418	28,454	7,429	5,273	72,574

TOTAL UNDERGRADUATE ENROLLMENTS
1977

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,886	1,563	0	0	3,449
Alabama State U	1,297	1,890	70	106	3,363
Auburn University	8,392	5,999	578	274	15,243
AUM	1,035	1,007	133	193	2,368
Jacksonville State U	2,346	2,472	758	555	6,131
Livingston University	611	447	34	40	1,132
Troy State University	1,635	1,818	246	231	3,930
Troy-Dothan/Ft Rucker	175	131	368	198	872
TSUM	281	142	835	361	1,619
University of Alabama	6,222	5,440	586	528	12,776
UAB	2,251	3,057	1,608	1,339	8,255
UAH	984	1,049	537	547	3,117
Univ of Montevallo	776	1,289	223	138	2,426
Univ of North Alabama	1,809	1,943	200	222	4,174
Univ of South Alabama	2,334	2,197	593	569	5,693
Grand Total	32,034	30,444	6,769	5,301	74,548

TOTAL UNDERGRADUATE ENROLLMENTS
1978

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,788	1,398	47	53	3,286
Alabama State U	1,577	2,146	112	136	3,971
Auburn University	8,324	6,147	585	289	15,345
AUM	1,118	1,195	174	216	2,703
Jacksonville State U	2,109	2,434	841	621	6,005
Livingston University	502	414	54	64	1,034
Troy State University	1,616	1,957	240	357	4,170
Troy-Dothan/Ft Rucker	149	107	392	234	882
TSUM	261	127	877	435	1,700
University of Alabama	6,231	5,713	636	550	13,130
UAB	2,326	3,152	1,651	1,401	8,530
UAH	1,056	1,123	530	577	3,286
Univ of Montevallo	741	1,332	225	192	2,490
Univ of North Alabama	1,731	2,002	216	236	4,185
Univ of South Alabama	2,318	2,239	620	565	5,742
Grand Total	31,847	31,486	7,200	5,926	76,459

TOTAL UNDERGRADUATE ENROLLMENTS
1979

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,847	1,538	47	48	3,480
Alabama State U	1,314	1,864	159	196	3,533
Auburn University	8,428	6,203	637	357	15,625
AUM	1,278	1,431	175	246	3,130
Jacksonville State U	2,320	2,680	725	510	6,235
Livingston University	467	452	53	61	1,033
Troy State University	1,721	1,889	276	302	4,188
Troy-Dothan/Ft Rucker	173	156	306	241	876
TSUM	327	213	678	373	1,591
University of Alabama	6,607	6,312	603	513	14,035
UAB	2,430	3,294	1,601	1,424	8,749
UAH	1,178	1,222	601	674	3,675
Univ of Montevallo	745	1,407	127	123	2,402
Univ of North Alabama	1,785	2,129	168	231	4,313
Univ of South Alabama	2,400	2,484	583	529	5,996
Grand Total	33,020	33,274	6,739	5,828	78,861

TOTAL UNDERGRADUATE ENROLLMENTS
1980

University	Full-Time		Part-Time		Total
	Male	Female	Male	Female	
Alabama A&M	1,802	1,631	48	54	3,535
Alabama State U	1,356	1,972	125	131	3,584
Auburn University	8,673	6,425	638	306	16,042
AUM	1,339	1,719	161	215	3,434
Jacksonville State U	2,062	2,537	682	614	5,895
Livingston University	419	372	51	58	900
Troy State University	1,769	1,833	190	350	4,142
Troy-Dothan/Ft Rucker	122	144	369	266	901
TSUM	296	224	847	533	1,900
University of Alabama	6,828	6,514	545	485	14,372
UAB	2,520	3,386	1,660	1,604	9,170
UAH	1,223	1,336	690	733	3,982
Univ of Montevallo	711	1,315	82	120	2,228
Univ of North Alabama	1,831	2,204	211	263	4,509
Univ of South Alabama	2,456	2,714	691	717	6,578
Grand Total	33,407	34,326	6,990	6,449	81,172